

CRITICAL SECURITY STUDIES

POL 4430 S570

Department of Political Science
King's University College

Fall-Winter 2012-2013

Benjamin J. Muller, PhD
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Hours: Tuesday 2:00-3:00 &
Wednesday 11:00-12:00

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Course Description

This course will focus on understanding some of the main alternatives to central conceptions of security studies that developed over the past 20 years. Taking account of the way in which conventional International Relations literature literature has been persistently challenged, particularly in its appraisal and response to both the end of the Cold War and the events of 9/11, the course examines the emerging theoretical approaches to security.

Influenced significantly by the emerging field of International Political Sociology (IPS), Critical Security Studies (CSS) considers the relationship between theory and practice, seeking to understand the implications of adopting differing theoretical perspectives on issues of international security.

Issues include but are not confined to: Human security; technology and security; security and identity; environmental security; gender and security; trauma, memory and violence; postcolonial critiques of security; indigeneity and the international.

Teaching & Learning

This course combines seminars, individual and group presentations, and a variety of discussion methods. To successfully complete the course, you are required to complete all necessary readings and be prepared to discuss required material in class. Seminars are not solely focused on the required readings, but draw on a broader range of material (such as current news items of relevance) and are intended to compliment the required readings and not simply replicate the same material covered in the texts. You are strongly encouraged to participate in seminars raise questions and

critiques and elaborate on material covered in the readings or prior classes.

As a senior seminar class, students are expected to actively participate in discussions, group activities and the jigsaws. In many cases, questions will be raised for general discussion, or students might be asked to engage with questions and/or critiques drawn from the required readings to facilitate more active participation.

Active participatory models of learning are proven to be more effective than passive approaches such as lecturing and note taking, and as a result, alternate approaches will be used regularly and students should embrace the special opportunities of small senior seminars.



These activities encourage critical engagement in the course material, support your capacity to complete the written assignments for the course, and develop your critical thinking skills. In some cases, films will be shown in class. You are expected to be attentive and participate in discussions that may follow the film.

Assignments & Texts

Grading Rubric

A >80% Excellent, outstanding; exceeds expectations in all areas of evaluation
B 70-79% Very Good work at this level of university; exceeds expectations in some, but not all, areas of evaluation

C 60-69% Satisfactory work; meets basic expectations for first year university
D 50-59% Does not meet basic university expectations, but effort demonstrated
F <49% Absolutely unsatisfactory performance for this level of university

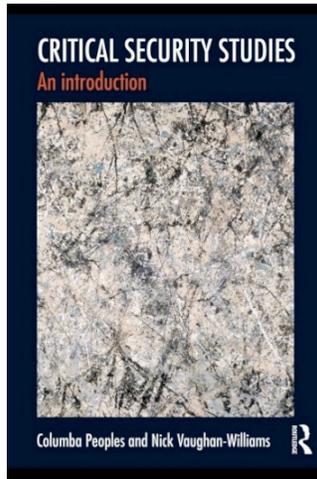
Required Texts

“Theory is always for someone and for some purpose”

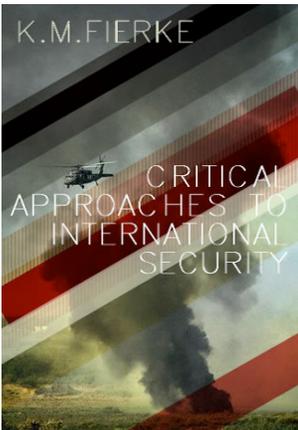
Robert W. Cox

“Security is profoundly political; neorealist assumptions usually elide this basic point”

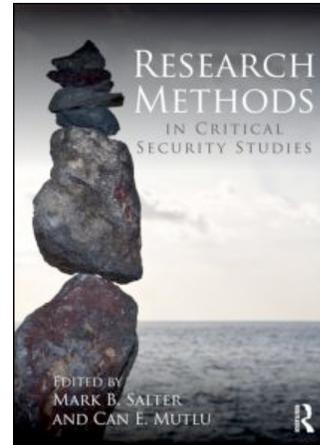
Simon Dalby



Peoples, P. & Vaughan-Williams, N., 2010. *Critical Security Studies: An Introduction* London: Routledge



Fierke, K. M., 2007. *Critical Approaches to International Security* London: Polity



Salter, M. B., & Mutlu, C. E., 2012. *Research Methods in Critical Security Studies* London: Routledge

Assignments

First Term

Participation & Jigsaws 15%

Book Review (or Film Review) & Presentation 15%

Paper Outline 10% (Due in class 5 December 2012)

Second Term

Participation & Jigsaws 15%

Book Review (or Film Review) & Presentation 15%

Term Paper 30% (Due 27 March 2013)

Participation

In class participation together with 'jigsaws' account for 30% of your final grade (15% per term)

Marks will be awarded for raising questions and concerns pertinent to the readings, expressing cogent arguments, and general participation in the discussion that demonstrates some comprehension and critical engagement in the required material covered for that specific session. Simply talking to fill time and space will not result in positive marks. Before coming to class, students ought to have read, viewed, and/or listened to the appropriate material listed in the syllabus, and consider the following before attending the seminar: what is the primary argument? What is particularly interesting and/or relevant about the material? Is the argument persuasive? Attempt to critically evaluate the internal and external logic of the argument(s) presented; reflect on the broader implications for the themes in our course; and, raise at least two interesting and provocative discussion questions.

Positively Evaluated:

Responding to others' remarks or questions in a serious and thoughtful manner; drawing together ideas to create new ones; showing respect and interest for other arguments and points of view; engaging others in pertinent and informed dialogue; curiosity in the origin of other points of view; wit and insight; at all times reflecting on required course material and drawing the discussion back



on topic rather than inhibiting tangents and digressions to other topics, rather than being responsible for taking us off topic.

Negatively Evaluated:

The domination of class discussion by means of volume, tone or sarcasm; 100% speaking or 100% listening with little attempt to balance both; refusal to acknowledge other points of view; not listening, or appearing to listen; intemperate interruptions; uninformed or glib answers; lack of weekly preparation; redirecting discussions away from required course material.

LATE POLICY

Late assignments without prior consultation with the professor are unacceptable. In the case of illness or some other emergency such as a death in the family, please notify me immediately, and contact the Academic Dean's office, hopefully before the assignment deadline or exam date, with the appropriate medical evidence in the case of illness. Broken printers, Wi-Fi blackouts at Starbucks, multiple courses, fickle personal relationships, or sunshine, among other issues, do not constitute emergencies for which any academic concessions will be made. In most cases, the Academic Dean's office is the final arbiter on such matters, so convincing me of your plight is generally not worthwhile.

NOTE: 3 or more undocumented absences will result in a grade of "0" for participation



Jigsaws

This exercise is aimed at encouraging you to develop knowledge about a particular area, issue or debate surrounding the main themes discussed in class and to share this knowledge with a group of your peers. A week before each jigsaw exercise, you will be placed into groups of three or four. Each one of you will be given a topic to conduct research on. On the given days you will gather in your group for approximately 40 minutes in class to share with them the knowledge that you have acquired while conducting research on the topic. You are expected to provide other group members with supporting information such as visuals, pictures and data sheets. All material should also be uploaded to WebCT.

The aim of this exercise is for you to develop knowledge of a specific topic and to share it with your peers in a clear and manageable fashion. It is also intended to have you and your peers discussing, in small groups, how your topics are

related and what these topics mean for the study of International Politics. In particular, you should concentrate on how your topics are related to the course readings. You will be given between 15-20 minutes to discuss your own topic within your group. Once all members have presented their topics you are expected to discuss them within the group with a focus on key questions, such as: how are these topics related? How do they affect how we think about globalization, development and human rights? What do these topics tell us about the course subject matter? You will be graded based on the quality of your research, the presentation of your material and your active participation in the discussions. Upon completing the jigsaw you will be **required to submit a self-evaluation the following class**. The self-evaluation form is available on WebCT. Each jigsaw exercise will be marked out 5 and make up a combined total of 15% of your total grade each term, for a total of 30% of your final grade in the course.

Critical Book Review

15% of Final Grade & should not exceed 2000 words

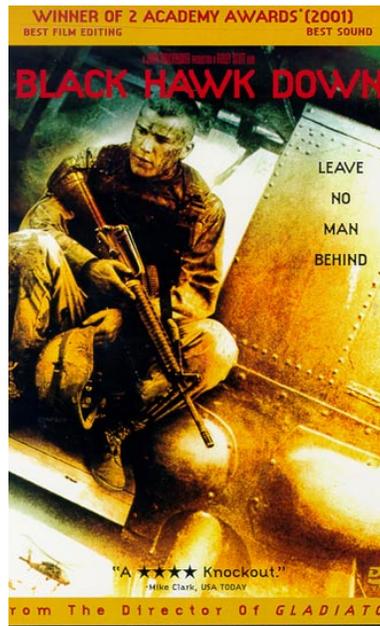
A guideline entitled, *Critical Book Review Handout* will be provided on both WebCT and on my personal website.

The critical book review is a mandatory portion of the course, and as such, students are expected to either purchase a hard copy, an electronic copy, or secure a copy through the library. This assignment should not exceed 2000 words and adhere to accepted academic citation styles. Further details and information will be included in the handout.

Students will submit their written book review in the week **following** the date that the book is to be presented in class (noted in the syllabus schedule). Students are expected to provide a brief 15-20 minute presentation of the text to the class, and provide critical, provocative questions for discussion that prompt in class debate and discussion, successfully combining the themes of the text you have chosen to review and the required readings for that particular session. In most cases, students will be asked to read material by the author of your text, and/or excerpts from the text itself. **Note: Students will choose one of the following texts at the beginning of the first term, and present them on the date stipulated in the course syllabus, submitting the written portion of the assignment one week later.**

Books for Review

- Alfred, T. 2005. *Wasase: Indigenous Pathways to Freedom and Action* Peterborough: Broadview Press.
- Aradau, C. and van Munster, R. 2012. *Politics of Catastrophe: Genealogies of the Unknown* New York: Routledge.
- Burgess, J. P. 2011. *The Ethical Subject of Security: Geopolitical Reason and the Threat Against Europe* New York: Routledge.
- Butler, J. 2004. *Precarious Life: The Powers of Mourning and Violence* London: VERSO.
- Campbell, D. 1992. *Writing Security: United States Foreign Policy and the Politics of Identity* Minneapolis: University of Minnesota Press.
- Dalby, S. 2002. *Environmental Security* Minneapolis: University of Minnesota Press.
- Debrix, F. 2007. *Tabloid Terror: War, Culture and Geopolitics* New York: Routledge.
- Edkins, J. 2003. *Trauma and the Memory of Politics* Cambridge: Cambridge University Press.
- Grayson, K., 2008. *Chasing Dragons: security, identity, and illicit drugs in Canada* Toronto: University of Toronto Press.
- Gregory, D. 2004. *The Colonial Present: Afghanistan, Iraq, Palestine* New York: Blackwell Publishing.
- Hansen, L. 2006. *Security as Practice: Discourse Analysis and the Bosnian War* New York: Routledge.
- Lobo-Guererro, L. 2012. *Insuring Security: Biopolitics, Security and Risk* New York: Routledge.
- Lobo-Guererro, L. 2012. *Insuring War: Sovereignty, Security, Risk* New York: Routledge.
- Muller, B. J. 2010. *Security, Risk, and the Biometric State: Governing Borders and Bodies* New York: Routledge.
- Weber, C. 2011. *I am an American?: Filming the Fear of Difference* Intellect Ltd.
- Whitworth, S. 2007. *Men, Militarism, and UN Peacekeeping: A gendered analysis* Boulder, CO: Lynne Rienner.
- Wibben, A. 2010. *Feminist Security Studies: A Narrative Approach* New York: Routledge



Please Note: Students are required to complete **ONE** book review and **ONE** film review for this course. Although it is not prohibited, students are encouraged to choose one assignment in each term, rather than both in the early or later terms.

Film Review

At the beginning of term, students must choose one of the films for which they will write a response of **no more than 2000 words**. This assignment is intended to provide a more creative and critical entry point to question and interrogate the central IR myths that are represented as *apparent truths*, by the various approaches (i.e. international society, anarchy, warfare, identity, gender, etc.) In this assignment you should also consider the following questions:

- How does this film frame questions of security/insecurity?

- How are issues of security and identity represented in the film?

- Does the film leave you relatively convinced about the *apparent truths* of any particular IR myth (theory)?

Students are expected to submit the completed film response the Wednesday after we view the chosen film in class. The assignment should be submitted electronically through WebCT. This assignment is worth 15% of your final grade. **Note: Students will be permitted, with the written permission of the professor via email, to review one of the films shown in the “borders and boundaries” film series.**



A couple reminders:

The paper outline (or 'research design') is an essential and required assignment for this course. As a result, students who fail to complete this assignment before the Christmas break will require written permission from the professor to enable them to complete their term paper.

If for whatever reason (and there are very few) you have been granted an extension to hand an assignment in late, you are required to attach a written note from the professor to the assignment in question which confirms the accommodation.



Term Paper 30% (27 March) Outline 10% (5 Dec)

Students are required to write a research paper of approximately 4000 words for this class. As a senior seminar, before you set out to craft an exceptional paper, students are expected to take great care in choosing a topic, developing a research proposal and paper outline with a clear thesis. This is a process that we will engage in collectively as a class, and I will also be available during office hours to discuss your ideas, concerns, etc. associated with this assignment.

One of the required texts for this course is the newest (and only) methods textbook solely devoted to the field of critical security studies. As such, students will become familiar with the fluid, engaging and diverse methodological approaches used within the field of CSS. This resource should be an invaluable tool to help you navigate the first part of this assignment, which is the research design/paper outline. I will provide more detailed instructions later in the first term about the nature of this assignment.

Students are free to discuss their proposed topic with me at any time in the term, and I would encourage you to think about this sooner rather than later. As a senior undergraduate student, you are expected to write a clear, concise, well-argued and substantiated paper. However, at this level it is important for you to embrace and harness your intellectual curiosity and develop your own topic. As such, while I'm happy to help you with this process in any way possible, I am extremely hesitant to provide too much guidance with topic choices. I want you to explore and develop a research paper that examines an issue of interest to you, that falls within the themes of the course and is feasible within the spatiotemporal constraints you face. Successfully doing this is as important as writing a coherent paper.

CLASSROOM CONDUCT

The ability to converse across diverse cultural and ethnic backgrounds is part of what makes a university education particularly enriching. To this end, students are expected to engage in collegial and academic dialogue across cultural, gender/sexual, and personal boundaries, and actively maintain a positive classroom environment at all times. It is not about so-called “political correctness,” but about respecting diverse opinions, approaches, and understandings.

Please ensure that all cellular devices (and anything that beeps and squeaks!) are switched off during class.

Laptops are allowed in the classroom. However, if you wish to surf the Internet, view your best friends recent YouTube posting, twitter with overseas acquaintances, or blog about the delights of being a first year student at King’s, please do this outside of the classroom. I embrace much of what technology has to offer, but if your use of it irritates me and/or your fellow students, you will be asked to leave. **Also**, this is a university lecture course, where developing your critical thinking abilities, capacity to reflect on material and ask critical, provocative and compelling questions, and stimulating intellectual curiosity. I am not interested, nor am I qualified to teach you to be a more effective stenographer. Among other temptations, an open laptop appears to seduce students into thinking that scurrying fingers across the keyboard at incredible speed in order to record every utterance within the walls of the classroom is somehow useful or desirable; unfortunately, it is neither.

ATTENDANCE AND PARTICIPATION

Attendance is an essential portion of the course and active participation is strongly encouraged. Collective, active engagement through in class discussion and group inquiry is an integral portion of the course. As such, it is essential that you attend **ALL** classes, prepared to discuss the required material and contribute to group activities and class discussion. A dynamic, collective learning environment relies on the active, engaged, and prepared participation of all members of the class.



Reminders

The academic year passes incredibly quickly. Make use of your time, the resources at your disposal, and the advantages of the intimate



environment at King’s. I’m happy to help you with this course and your academic career more generally in any way I can. To this end, some of you may also be thinking of pursuing graduate studies or professional degrees (i.e.

Law School) that will require academic reference letters from professors who know you and can make an informed, positive comment in support of your application. If I do not know you beyond a name on an attendance sheet or a person periodically seated in a lecture hall, I will generally not agree to provide you with a reference.

To get a hold of me, please use email and/or visit me during my regularly scheduled office hours on Tuesdays and Wednesdays. A variety of other demands on my time require me to cancel and reschedule office hours at certain points in they year. Please pay attention to the website and in class reminders for this.

Website

<http://publish.uwo.ca/~bmuller>

Information on this course, my other courses, publications, office hours, and my whereabouts can be found here.

Contact Information

Associate Professor

[Department of Political Science](#)

King’s University College

[Centre for American Studies](#)

Western University

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Email: bmuller@uwo.ca

Cell: 519-520-7011

CLASS SCHEDULE

[Please note: readings not found in required texts for which full citations are provided are accessible through the Western library portal]

12 September: Introduction - Readings - Fierke, pp. 1-10; Peoples & Vaughan-Williams, pp. 1-14.

19 September: contested, conventional, critical - Readings - Fierke, pp. 13-52; Smith, S., 1999, "The Increasing insecurity of security studies: Conceptualizing security in the last twenty years," *Contemporary Security Policy*, 20(3): 72-101.

26 September: approaches - Readings - Peoples & Vaughan-Williams, pp. 15-74; see <http://www.david-campbell.org> [Pay specific attention to Campbell's work on US Foreign Policy; read *Time is Broken and Contradictions of a Lone Superpower*] **BOOK REVIEW** - David Campbell's, *Writing Security*.

3 October: Securitization Theory I - Readings: Peoples & Vaughan-Williams, pp. 75-88; Fierke, pp. 99-120; Balzacq, T., 2010, *Securitization Theory: How Security Problems Emerge and Dissolve* London: Routledge [selections TBD]. Wæver, O., 1995, "Securitization and Desecuritization," in Lipschutz, R., ed., *On Security*, New York: Columbia University Press: 46-86 [to be provided by the professor]

10 October: Securitization Theory II - Europe - Readings - C.A.S.E. Collective, 2006, "Critical Approaches to Security in Europe: A Networked Manifesto," *Security Dialogue*, 37(4): 443-487. Read 2 of the responses in the same issue of *Security Dialogue*. **BOOK REVIEW** - J. P. Burgess, *The Ethical Subject of Security*.

17 October: Security, Identity, Change - Readings - Fierke, pp. 75-98; Salter, M. B., *Barbarians and Civilization in International Relations* [selections TBD]; Re-read Peoples & Vaughan-Williams, pp. 33-46. **BOOK REVIEW** - K. Grayson, *Chasing Dragons*

24 October: Security, Identity, Otherness - Readings - Derek Gregory <http://geographicalimagination.com> See Gregory's articles on Baghdad and biopolitics [do not read "From a view to a kill"] **BOOK REVIEW** - Derek Gregory, *The Colonial Present*.

31 October: Screening Security & Identity
Viewing Lemon Tree (2008)

7 November - Orientalism - Readings - Edward Said, *Orientalism*, readings TBD; Chowdhry, G., 2007,

"Edward Said and Contrapuntal Reading: Implications for Critical Interventions in International Relations," *Millennium: Journal of International Studies*, 36(1): 101-116.

14 November - Screening Orientalism and Security - Readings - Lisle, D., and Pepper, A., 2005, "The New Face of Global Hollywood: *Black Hawk Down* and the Politics of Meta-Sovereignty," *Cultural Politics*, 1(2): 165-192.

Viewing Black Hawk Down (2001)

21 November - Trauma & Memory - Readings - Fierke, pp. 121-143; Edkins, J., 2003, "The Rush to Memory and the Rhetoric of War," *Journal of Political and Military Sociology*, 31(2): 247-270. **BOOK REVIEW** - Edkins, J., *Trauma and the Memory of Politics*

28 November - Screening Trauma, Memory and Insecurity - **Viewing Before the Rain (1994)**

5 December - Critique and Emancipation - Readings - Fierke, pp. 167-205. *Review of the First Term*

CHRISTMAS BREAK

9 January - Critical Security Studies & Methodology - Readings - Salter and Mutlu, introduction and selections from Part I.

16 January - Environment and Security - Readings - Peoples & Vaughan-Williams, pp. 91-104; selections TBD from Simon Dalby, <http://http-server.carleton.ca/~sdalby/security.htm> **BOOK REVIEW** - S. Dalby, *Environmental Security*.

23 January - Security, Sovereignty, Indigeneity - Readings - See the work of Taiaiake Alfred <http://taiaiake.posterous.com>; Beier, J. M., 2007, "International Affairs: Indigeneity, Globality and the Canadian State," *Canadian Foreign Policy*, 13(3). The Oka Crisis, <http://www.cbc.ca/archives/categories/politics/civil-unrest/the-oka-crisis-1/topic-the-oka-crisis.html> **BOOK REVIEW** - T. Alfred, *Wasase*.

30 January - CSS Methodology: Ethnography & Practice - Readings - Salter and Mutlu, selections from Part II & Part III.

6 February - Homeland Security & the War on Terror PART I - Readings - Peoples & Vaughan-Williams, pp. 105-119; Debrix, F., 2005, "Discourses of War, Geographies of Abjection: Reading Contemporary American Ideologies of Terror," *Third World Quarterly*, 26(7); Cynthia Weber, <http://www.opendemocracy.net/author/cynthia-weber> **BOOK REVIEW** - F. Debrix, *Tabloid Terror*; C. Weber, *I am an American*

13 February - Homeland Security & the War on Terror - PART II
Viewing *September 11 (2002)* or *Children of Men (2006)*

READING WEEK FEB 18-22

27 February - Human (in)Security and Intervention - Readings - Fierke, pp. 144-166; Peoples & Vaughan-Williams, pp. 105-119; Mark Duffield on Human (In)security <http://www.theory-talks.org/2011/07/theory-talk-41.html>

BOOK REVIEW - L. Hansen, *Security as Practice*; S. Whitworth, *Men, Militarism, and UN Peacekeeping*.

6 March - Migration & Border Security - Readings - Peoples & Vaughan-Williams, pp. 134-148; further readings TBD.

BOOK REVIEW - B. Muller, *Security, Risk, and the Biometric State*

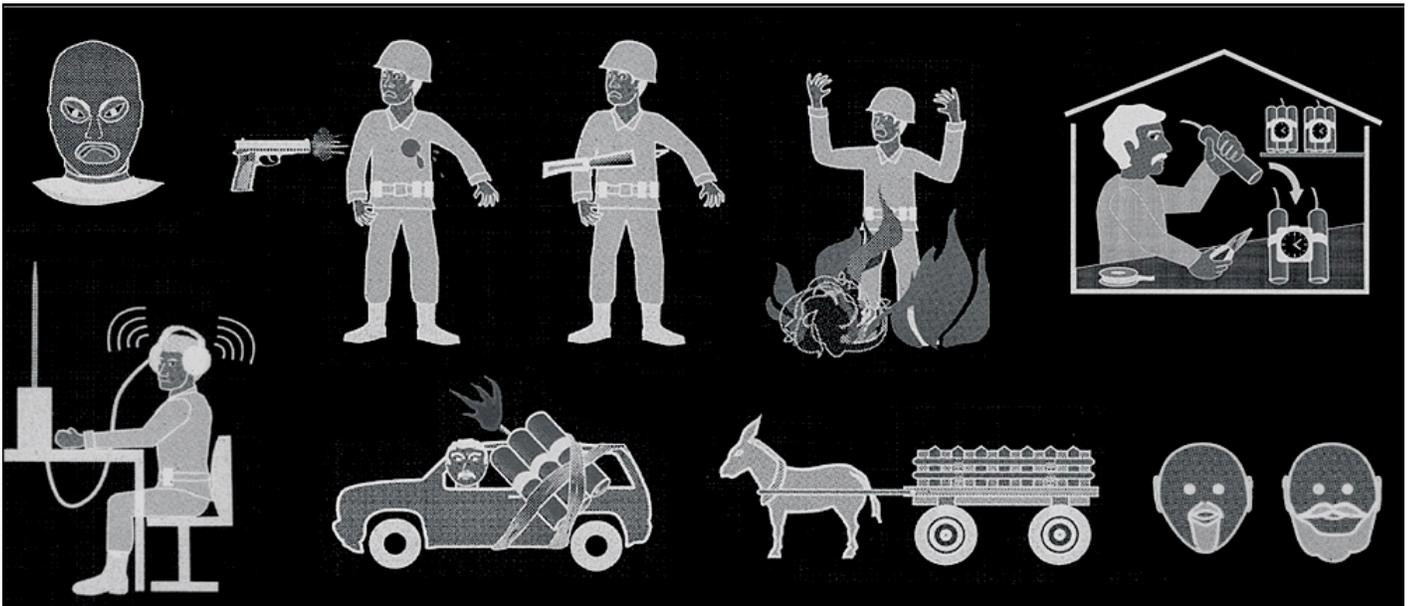
13 March - Private Security - Readings - Neal, A., 2012, "The humiliating shambles of outsourced Olympic Security," <http://securitypolitics.wordpress.com/2012/07/20/the-humiliating-shambles-of-outsourced-olympic-security/> Abrahamsen, "The Olympics, and the Rise and Dangers of Private Security," <http://cips.uottawa.ca/the-olympics-and-the-rise-and-dangers-of-private-security/> Abrahamsen, R. and Williams, M. C., *Theory Talks on Private Security* <http://www.theory-talks.org/2011/03/theory-talk-39.html>

20 March - Risk and Insecurity - Readings TBA - Book Review - C. Aradau and R. van Munster, *Politics of Catastrophe*; L. Lobo-Guererro (both texts).

27 March - Technology and (in)security: Drone-a-palooza - Readings: Grayson, K., 2012, "Six Theses on Targeted Killing," *Politics*, 32(2); Davis, C., 2012, "Drone-Court Advantage," <http://thenewinquiry.com/essays/drone-court-advantage/>; G. Greenwald, 2012, "Media, Drones and Rank Propoganda," http://www.salon.com/2012/06/08/media_drones_and_rank_propaganda/singleton/

3 April - CSS and Methodology PART III - Discourse, Corporeal & the Material Turn - Readings - Salter and Mutlu, selections from Part IV-VI

10 April - LAST CLASS - REVIEW



**King's University College at the University of Western Ontario
Political Science Department**

Policy Regarding Plagiarism

Definition: Plagiarism is an intentional act of academic dishonesty and intellectual theft. “Flagrant plagiarism” occurs when complete portions of one or more written texts are copied, but no quotation marks are used to indicate that the words have been borrowed even if a citation of the source has, **or has not**, been included. “Disguised plagiarism” happens when the original text is “disguised” by changing **only** a few words, even if a citation is included.

Whether flagrant or disguised, plagiarism is a serious academic offence. The texts and materials borrowed from others must be acknowledged. The acknowledgment must include quotation marks around the material used, and a notation giving specific source information. **Web citations must include sources as well as the date and time of access.**

Procedures and Penalties:

1. **Faculty Discretion:** Instructors have the discretion to distinguish between plagiarism and errors in citation that appear to be harmless and inadvertent. If academic dishonesty is not suspected, the instructor may choose to give a verbal warning, **or suggest a rewrite, with penalty**, regarding the mistake. However, the instructor may also choose to seek consultation with the Chair of the Department to determine if formal reporting is appropriate.
2. **Formal Reporting:** If a faculty member believes that a student has engaged in plagiarism or related forms of academic dishonesty (such as submitting the same paper in two separate courses or submitting a paper completed in a previous course), the instructor will begin formal reporting procedures.
 - a. The instructor gathers the evidence of academic dishonesty.
 - b. The instructor notifies the Chair of the Department and the student of the suspected offence and schedules a meeting for the three parties to discuss the issue.
 - c. Following the meeting, if the Chair finds that an offence has occurred, the Chair will write a recommendation outlining the case and the penalty to the Academic Dean.
3. **Penalties:** Penalties will reflect the severity of the offence. The instructor may recommend a penalty as light as a zero on the assignment, but instructors also may recommend course failure (even in first-offence cases) where gross and substantial plagiarism has clearly occurred. Penalties may include consequences as severe as expulsion from the College. **See the UWO Academic Calendar under “Academic Rights and Responsibilities.”**

Prerequisites and Antirequisites: Unless you have either the requisites for this course or written special permission from your Dean to enroll in it, you may be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.

General Statement on Plagiarism:

King's is committed to Academic Integrity. Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence, at the following Web site: <http://www.uwo.ca/univsec/handbook/appeals/scholoff.pdf> **PLAGIARISM AND CHEATING ARE SERIOUS**

SCHOLASTIC OFFENCES. All required papers may be subject to submission for textual similarity review to the commercial plagiarism detection software under license to the University for the detection of plagiarism. All papers submitted for such checking will be included as source documents in the reference database for the purpose of detecting plagiarism of papers subsequently submitted to the system. Use of the service is subject to the licensing agreement, currently between The University of Western Ontario and Turnitin.com (<http://www.turnitin.com>).

Computer-marked multiple-choice tests and/or exams may be subject to submission for similarity review by software that will check for unusual coincidences in answer patterns that may indicate cheating.

Addenda

Policy Statement

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Plagiarism Detection

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Accommodation for Religious Holidays

Please refer to the Senate Policy on Accommodation for Religious Holidays at <http://www.uwo.ca/univsec/handbook/> (See **Policy on Academic Rights and Responsibilities**). The Calendar of Religious Accommodation for the 2012-13 academic year will be available on the Equity & Human Rights Services’ website: <http://www.uwo.ca/equity/docs/mfcalendar.htm> This calendar shows religious holidays for which Equity and Human Rights Services has confirmed students of different faiths may require academic accommodation.

Drop Dates for the 2012-13 Academic Year

November 5, 2012	First-term half-courses
November 30, 2012	Full courses and full year half-courses
March 7, 2013	Second-term half-courses.

Support Services

The web site for Registrar Service at King’s University College is <http://www.uwo.ca/kings> and Counselling and Student Development Services are linked from <http://www.uwo.ca/kings/current/index.html>

King’s University College, Department of Political Science Prerequisites and Antirequisites for Politics Courses, 2012-2013

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New Course #	Old Course #	Course Title	A=Anti-requisite P=Prerequisite
1020E	020E	Introduction to Political Science	A: 021F-026G
2211E	211E	Business and Government	A: 111
2215F	215F	Borders, Security, Identity	consult Department
2230E	230E	Canadian Government and Politics	A: 103a/b, 130, 133a/b, 151F/G. P: 020E
2231E	231E	International Politics	A: 131E, International Relations 210E P: 020E
2235E	235E	Politics of the Environment	A: 137
2237E	237E	Introduction to Political Theory	A: Philosophy 2207F/G, 2180F/G, 2181E, the former Philosophy 137E or 147 P: Politics 1020E.
2244E	244E	American Government and Politics	A: 144E or 144 P: 020E
2245E	245E	Introduction to Comparative Politics	P: Political Science 1020E
2265F	265F/G	The Politics of Childhood Education	A: 216F/G if taken in 2005-06 or 2006-07; or 215F/G taken in 2004-05 or 2003-04 P: 020E or CSI 020
2266G	266F/G	The Family in Law and Politics	A: 215F/G if taken in 2005-06 or 2006-07; or 216F/G if taken in 2004-05 or 2003-04, or 216G taken in 2002-03 P: 020E or CSI 020
3300E	300E	Comparative Politics and Protest and Social Justice	A: Politics 392E (570) Selected Topics in 2003-2004 P: Registration in Year Three of Honors Political Science or Year Three of Honors Social Justice and Peace Studies
3309E	309E	Politics and contemporary Social Policy	P: Political Science 2230E or 2244E or permission of the Department.
3325E	325E	Ethnic Conflict and Resolution	P: Enrolment in third or fourth year Honors Political Science
3345E	345E	International Law and Organization	P: 231E
3352E	350E	Advanced International Politic	P: Politics 2231E or International Relations 2210E
4423F	423F	Nationalism and Secession	A: 420E (570) taken in 2003-04, and 430E P: Enrolment in 4 th year Honors Spec or 4 th year Honors Politics, or permission
4424G	424G	Nationalist Conflicts and Paths to Peace	A: 420E (570) taken in 2003-04, and 430E P: Enrolment in 4 th year Honors Spec or 4 th year Honors Politics, or permission
4444E	444E	Constitutions of Canada and The United States	P: 2230E or 2244E
4450E	450E	United States Foreign Policy: Economic and Military Globalization	A: 400E, 4401F/G P: 1020E and 2231E, or 2244E
4485E	485E	Theories of Democracy	consult Department

NOTE: Unless you have either the requisites for a course, or written special permission from the Department to enroll in it, you will be removed from this course and it will be deleted from your record. This decision may not be appealed. You will receive no adjustment to your fees in the event that you are dropped from a course for failing to have the necessary prerequisites.